**Observation / Reflection #5: What Just Happened?**

For this reflection, describe an activity that you have taught and reflect on how it went. Write your reflection in your Evernote notebook using the lesson r[eflection model introduced in class and located here](https://www.evernote.com/shard/s5/sh/f825ee77-4927-4a20-9aa0-b777a50c465b/be8c2985ea2053f7146dd61881d831f4) to write your reflections. Copy your reflection and paste it into the wikipage linked below

Deborah Husak

Activity: Sorting pictures of foods into categories and discussion of carbohydrates, proteins and lipids.

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| **Taxonomy of Reflection** | **Description** |
| **Remembering**: what did I want,do,feel and think?  What did the student(s) want do, feel and think? | I wanted to help students understand that foods can be classified into carbohydrates, proteins and lipids. I also wanted to help them understand where these are found and how they are used in the body. In the first part of the activity, students sorted pictures of foods into groups. I then asked them to consider a new way of sorting and led a discussion about what those groups could be and where they were found. We then resorted and students called out examples as I wrote the answers on the board under headings of carbohydrate, proteins and lipids. It was fun having the discussion and trying to get students to guess the groups by giving hints that they could relate to (kind of like the game Taboo). The students seemed to be having fun also. |
| **Understanding**:  What was important about it?  For me? For the students(s)? For both of us? | The content was important for students as a baseline for the next lessons. Having a lively discussion that made the students try to match their prior knowledge to content was entertaining, informative, and hopefully memorable. |
| **Applying**:  Where can I use this again? | I liked having the students start by grouping the pictures according to prior knowledge then building on that knowledge to regroup according to the new categories. I would do this again next year. |
| **Analyzing**:  Do I see any patterns in what I did? | Having an activity that involves prior knowledge then building on that knowledge is an effective pattern. |
| **Evaluating**:  What was effective and what was not effective? | It was definitely effective to walk amongst the students during the discussion. They were very engaged during the discussion. One table of students got a little off track when I misspelled a word in my haste to write their answers on the board. |
| **Creating**:  What could I do next? | One way to check their understanding is to have them analyze a food like pizza or a hamburger (something that has multiple examples of carbohydrates, proteins and lipids).They could draw or label a picture with the source, type of molecule, and how it is used in the body. |